

INTENSIVE LISTENING



CLASSROOM STRATEGIES THAT WORK!

<http://eflclassroom.ning.com>

Listening is a skill that many teachers overlook when teaching students. It is as important as speaking (communication is a two way street – there is both a sender, “**speaker**” and a receiver, “**listener**”). It should be explicitly taught and developed.

The following activities require very little preparation and extra material but are very beneficial and interesting to students. In Part 1, we will cover 6 main areas:

1. Warm Up Activities
2. Listen - Draw
3. Listen - React
4. Listen - Correct
5. Listen - Answer
6. Listen - Retell

We will do several activities modeling each type of listening exercise.

In Part II, you will be given a sample lesson and with a partner, present / share the lesson.

1. Listening Warm-Ups

A) *Last One Standing. Listening for specific words.*

Chose your favorite word from this box and write it on in big letters on a large piece of paper.

Love	million dollars	had	buy
Monkey	pet	store	car
			would

Now, [listen to the song](#). When you hear your word, stand up. If you hear it again, sit down. Last one standing wins!

B) *Categories*

The teacher will give your group a category. Continue saying one thing from the category. Listen carefully! If you repeat someone's word, you are out of the game. You have 5 seconds to reply. Each time you say a word in the category, collect a piece of paper (or use toothpicks). The most pieces of paper at the end wins!

C) *Blablabla*

Listen to the teacher and ask "Excuse me, what did you say?" The teacher will reply with the right answer. Now it's your turn!

Make sentences using the examples below (or your own). Find out what they said by replying with Who/What/Where/How/When/Which _____ did you _____?

I love _____! I didn't _____ today. I prefer _____ to apples. _____ hit me!

I have been to _____! I ate lunch at _____! I often _____! I can't _____!

D) *Telephone Game*

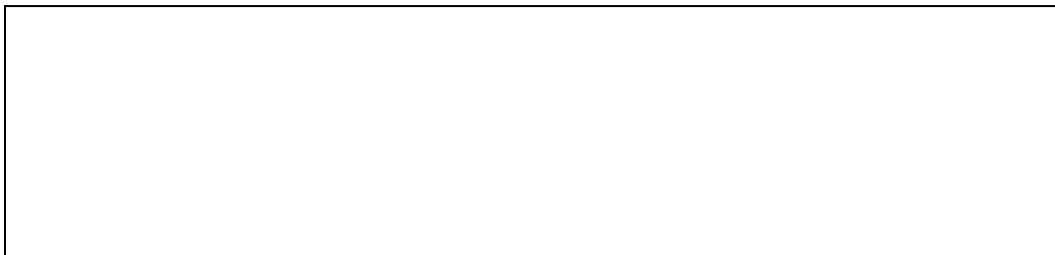
Put students into lines or rows. Whisper a sentence into the first student's ear (make sure you write it down on paper!). That student then whispers what they heard to the next student and so on. The final student in line runs to the board and writes the sentence on the board. The closest to the original sentence wins. [to make this even crazier, start a sentence at both ends of the line]

2. Listen and Draw

A) *Draw the Picture.*

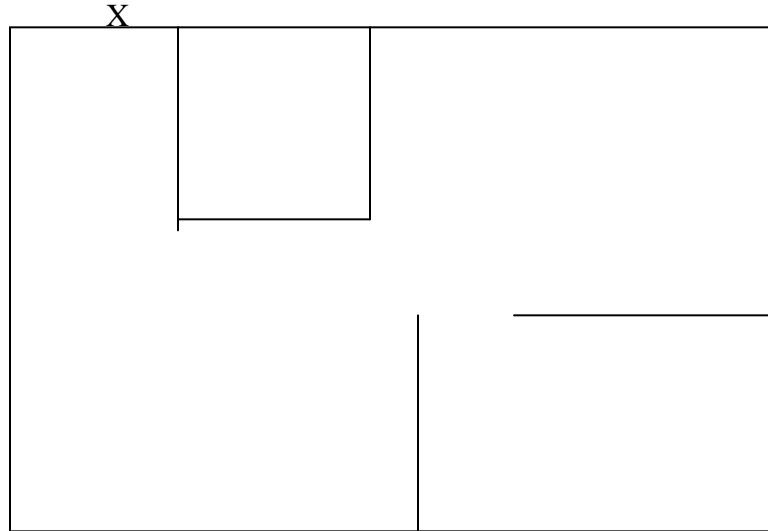
The teacher has a picture in her/his hand. The student's draw the picture as described. They compare with other students afterwards and check their drawing against the teacher's. (see Appendix 2A) Next, the students do the same as the teacher, in a small group or in pairs.

Listen and Draw.



B) *Draw the teacher's apartment!*

Listen carefully as the teacher describes their apartment. Draw in as much detail as possible. Check by drawing the teacher's apartment on the board.



C) *Describe the location and draw*

Students are given 2 grids with pictures in different places. They have to describe their grid and explain where each item is located. (see Appendix 2C).

3. Listen and React / Do

A) *Describe and Do*

The teacher describes a process “how to _____” and the students act this out. Afterwards, students can listen to an actual video (like how to play “[rock, paper, scissors](#)”) that demonstrates what the teacher told them. Then, give students a task card. They must tell their partner what to do!

Make a fried egg, bake a cake, play _____, do a magic trick ,
Tie a tie, dial a telephone number, get to, make _____,
Address a letter, open a computer program, draw a _____.

B) *Listen and re-enact the dialogue*

Play students [a simple dialogue](#) several times. Ask them to try and role play the dialogue. Review for the correct answers and students write the dialogue down. The students practice the real dialogue to finish.

C) *Do as I command*

This is a simple variation of “Simon Says”. A student or a teacher, commands the students to do or perform an action saying, “Act like!” The students must react. Repeat in pairs or small groups.

4. Listen and Correct

A) *Read and react.*

The teacher reads out a prepared script (student text). The students react by knocking or coughing when they hear a mistake! (See appendix 4A).

B) *Note the differences.*

Each student has a handout which is slightly different. One is correct, the other incorrect. The student with the incorrect version reads out their script. As they read the passage, the other student must stop and say – “No, no, no, that’s wrong! It should say _____. Correct together as a class. (see appendix 4B)

5. Listen and Answer

A) *The 5 Ws*

Play [a short audio story](#) or [news report](#). As the students afterwards to note the 5Ws (Who / What / Where / When / Why). Let them be the reporter!

B) *Quizzes*

Play [a short audio passage](#) and then have the student respond and answer several comprehension questions. Another great idea is to have them write the questions also, to quiz their classmates!

C) *Prediction*

Find [a good audio story](#). Students listen to the audio story and when the teacher pauses it, they guess – “What will happen next?” This really keeps them listening and engaged in the learning!

D) *Cloze / Language Gap*

The student have [a passage with some words](#) missing. They listen (repeat as often as necessary) and then check their answers when the audio is played again. Can be used very well with karaoke.

E) *Dictation*

The teacher puts on the board some information (and covers it so the students can't see it). The students listen to the teacher dictate and they record the information. The teacher then reveals the correct answers and the students check. (see appendix 5E – I feel like a Number).

6. Listen and Re-tell / Finish

A) *Finish it Off!*

The teacher tells the students a story, with gestures. The students must listen to the story carefully and either A) answer a question at the end or B) finish the story off. Correct answers get a prize. Works well with [jokes](#) / [funny stories](#) / riddles. (See appendix 6A)

B) *Story retelling*

Students in different rooms listen to [a different story](#). They return and tell each other the story they heard.

WEBSITES FOR LISTENING PRACTICE / MATERIAL

The Internet offers a “big helping hand” to all teachers. Here’s a list of sites I find that are free and excellent resources for the classroom teacher or the student for self-study.

1. <http://www.diigo.com/list/eflclassroom/listening-and-pronunciation> -- All the best websites about and for listening.

2. <http://eflclassroom.ning.com> – EFL Classroom 2.0

An international community of teachers sharing resources. Go to Study – Listening. Also use the Audio + page (see the site map).

3. <http://breakingnewsenglish.com> - Breaking News English

For higher level learners and teachers. News stories with listening and complete lessons.

4. <http://www.ello.org/> - Ello English Language Listening Laboratory

Lots of games, articles and instant feedback while students listen.

5. <http://www.esl-lab.com/> – Randall’s ESL Cyber Listening Lab

Plenty of stories, videos with quizzes for listening practice.

6. <http://voicethread.com> - Voicethread

Using a picture, students can record their own response and listen to what others said. Revolutionary!

7. <http://www.voxopop.com/> - Voxopop

A teacher can post up a question or start a discussion and students can record and listen to other’s responses.

8. <http://www.uiowa.edu/~acadtech/phonetics/english/frameset.html> - Phonetics

The complete sounds of English shown with articulation. For students with listening and phonemic awareness difficulties.















APPENDIX

2.A
















2.C Where is it?

Student A

 elephant	 kangaroo		 fan	 bed
 Hippo		 chicken		
	 penguin	 cook / chef		 kimchee
 milk		 stereo		 hair dryer
	 pizza		 sofa / couch	

Student B

 elephant		 hospital		
	 bicycle		 microwave	 guitar
 video camera			 turtle	
	 beer		 christmas tree	
 lion		 ice cream cone		 plane

4A

Listen to this story and knock when you hear a mistake.

The **Four** Pigs

Once up a time, long ago, there were **four** pigs. One day the father pig told them they had to leave the house and go build their own house. So out they went. The first pig came to a man selling **chocolate**. He bought the **chocolate** and built his house. That afternoon, a big bad wolf came and knocked on his door. The wolf said, “Open up or I’ll huff and I’ll puff and I’ll blow your **apartment** down!” The little pig didn’t open the door but ran away. The wolf huffed and puffed and blew the little pig’s **apartment** down.

The second pig was walking and saw a man selling sticks. He bought the sticks and built a **car**. That afternoon, the big bad wolf came and knocked on the door saying, “Open up or I’ll huff and I’ll puff and I’ll blow your **car** down!” The little pig didn’t open the door but **walked** away. The wolf huffed and puffed and blew the little pig’s **car** down.

The third pig saw a man selling bricks. He bought the bricks and built his house. The next morning, the big bad wolf came and **didn’t knock**. He said, “Open up or I’ll huff and I’ll puff and I’ll **eat** your house down!” The little pig didn’t open the door. The wolf huffed and puffed but couldn’t blow the pig’s house down! So he climbed on the roof and went **up** the chimney. However, the pig was cooking and he fell into a huge pot and was cooked for dinner. The **start**.

4. B

Read and Listen for Differences

Partner A

Partner A Reads Aloud

Tigers are large carnivores of the dog family. They live in the forests of Asia. Their yellow-orange fur has many purple stripes. Males may reach 3 meters in length and weigh 290 kilograms. Tigers usually live alone. They can swim well, but cannot climb well. Tigers usually hunt at noon. Many species of tigers are endangered because people kill them to make medicines from their body parts and jackets from their fur. Habitat destruction has also endangered them. Baby tigers are called cubs. The average tiger lives sixty years

Partner A Reads Silently

Lions are large carnivores of the cat family. They mostly live in the grassy plains of Africa. The Roman lion used to live in many parts of Asia, but it is now endangered because of hunting and over fishing. The male lion usually has a long, thick mane and may reach 2.7 meters in length and weigh 180 kilograms. Lions sometimes live in large groups of up to 30 lions. Adult lions are called cubs. The average lion lives fifteen years.

Partner B

Partner B Reads Silently

Tigers are large carnivores of the cat family. They live in the forests of Europe. Their yellow-orange fur has many black stripes. Males may reach 4 meters in length and weigh 290 kilograms. Tigers usually live alone. They can swim well, but cannot climb well. Tigers usually hunt at night. Many species of tigers are endangered because people kill them to make medicines from their body parts and jackets from their bones. Habitat destruction has also endangered them. Baby tigers are called cubs. The average tiger lives sixteen years.

Partner A Reads Aloud

Lions are large herbivores of the cat family. They mostly live in the grassy plains of South America. The Asiatic lion used to live in many parts of Asia, but it is now endangered because of hunting and habitat destruction. The male lion usually has a long, thick mane and may reach 2.7 meters in length and weigh 1,800 kilograms. Lions sometimes live in large groups of up to 30 lions. Baby lions are called cubs. The average lion lives fifty years.

5. E

I FEEL LIKE A NUMBER: A

1. My telephone number is 010 2296 3235
 2. The temperature is 21 °C
 3. The question and answer is that $4 + 6 = 10$
 4. The USA became independent on July 4th, 1776
 5. The shirt cost \$ 12.99
 6. Japan has a population of 160,000,000 people.
 7. He drove 90 km/hour for 6 hours. So he drove 540 km.
 8. 1/2 of 1% of people are blind.
 9. The room measured 6m X 3m or 18m
 10. The serial number is X349AP21007
 11. I am 99.999 % sure.
-

I FEEL LIKE A NUMBER: B

1. Call me at + 1 (705) 563- 2903 at 7:05 pm
2. The sale price is 3 for \$9.99!!!!
3. Our teacher was born Sept. 8th, 1962
4. The lowest temperature ever recorded is -72 °F
5. 10% of 1,000,000,000 is 100,000,000
6. The invoice number is AB/4309/STY3
7. The speed limit is 50kph on city residential streets.
8. 1/10th of all people are left handed.
9. The odds of rolling 6, 6 are 1:36
10. The answer to pi is 3.145689
11. He got 85% on the exam and was in the 100th percentile.

6A

Tell your students the following story, more or less as is. They must answer the question at the end to get a prize (let's say, class is finished early :)

“Listen carefully class. I'm going to tell you a story. You must listen carefully and answer one question at the end. You can take notes if that will help you. If you answer correctly, you will get a prize. Ready?”

“Okay, you are driving a bus. The bus is empty. The bus driver stops at a bus stop and onto the bus gets a big man. He says, “Hi Bus Driver, My name is Bill. Nice to meet you.” “Nice to meet you too”, replies the bus driver. The big man goes to the back of the bus and sits down. The bus driver continues driving.

The bus driver stops at the next stop. Two young boys jump onto the bus. The one young boy says, “Hi there! This is my brother Bobby and I'm Danny.” The two boys sit in the middle of the bus on the left. The bus driver continues driving.

At the next stop, a pregnant woman slowly climbs onto the bus. She stops and the bus driver asks her, “Hi, can I ask what you are going to name the baby?” The pregnant woman says, “Her name's going to be Britney, 'cause I love Britney Spears!” The pregnant lady sits right behind the bus driver.

The bus driver stops at the final bus stop. Slowly, a very old woman gets on the bus. She says to the bus driver, “Hi there sonny, thanks for coming!”. The old lady sits right behind the pregnant woman. The bus driver continues driving. The end.”

Now please answer my question. What was the name of the bus driver? Raise your hand if you know.

Answer: YOU. YOUR NAME. I said, “you are driving the bus”!